

## Drama - Year 7- Term 1

Use the resources below to support you when learning from home. You can use this to help catch up on missed work, to get that extra help you might need, or to show to your family what you have been learning about at school!

When?	What we are learning	Resources
Weeks 1-3	To understand what is meant by the genre “Melodrama” and how we can use our physical skills to create stock characters.	<p><b>What is Melodrama:</b>  <a href="https://www.youtube.com/watch?v=VgPZjBQxzm8">https://www.youtube.com/watch?v=VgPZjBQxzm8</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zdp4vk7/revision/5">https://www.bbc.co.uk/bitesize/guides/zdp4vk7/revision/5</a></p> <p><b>Physical skills used in Drama:</b>  <a href="https://www.bbc.co.uk/bitesize/guides/zhtgscw/revision/1">https://www.bbc.co.uk/bitesize/guides/zhtgscw/revision/1</a></p> <p><b>Exaggeration:</b>            Exaggeration = Representation of something as more extreme or dramatic than it really is. Exaggeration can be used to create comedy.  <a href="https://www.youtube.com/watch?v=HfFj-VQKiAM">https://www.youtube.com/watch?v=HfFj-VQKiAM</a></p> <p><b>Activities:</b>            Practice over-exaggerating your facial expressions e.g. happy, sad, angry ect. Make notes on how you moved your face to do so.</p>
Weeks 4-5	How to create comedy in a piece of drama and how to structure a piece of Melodrama.	<p><b>Use of sound:</b>  <a href="https://www.youtube.com/watch?v=ttFNDFfebd8&amp;t=127s">https://www.youtube.com/watch?v=ttFNDFfebd8&amp;t=127s</a></p> <p><b>Activities:</b>            Listen to the following music, make notes on the following:</p> <ul style="list-style-type: none"> <li>➤ The mood/atmosphere created</li> <li>➤ What scene does it set?</li> <li>➤ If it could be used to build tension?</li> <li>➤ What emotion on stage might it strengthen?</li> </ul> <p><a href="https://www.youtube.com/watch?v=H9D8fAC6CoU">https://www.youtube.com/watch?v=H9D8fAC6CoU</a></p>

		<p><a href="https://www.youtube.com/watch?v=BrRN2AdY7rU">https://www.youtube.com/watch?v=BrRN2AdY7rU</a>  <a href="https://www.youtube.com/watch?v=MK6TXMsvgQg">https://www.youtube.com/watch?v=MK6TXMsvgQg</a></p> <p><b><u>Slow motion:</u></b> Reducing the speed at which a drama is enacted, to highlight a scene or bring a big moment into focus.</p> <p><b><u>Breaking the fourth wall:</u></b> By breaking the fourth wall, characters bring themselves in on the joke along with the audience.  <a href="https://www.youtube.com/watch?v=PZL13w9TqbA">https://www.youtube.com/watch?v=PZL13w9TqbA</a></p>
Weeks 6-7	Rehearsing and performing a piece of Melodrama	<p><b>Activity:</b> Create a story board, showing what happens in your piece of Melodrama.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>➤ Includes stock characters.</li> <li>➤ Follows the appropriate structure.</li> <li>➤ You identify when you would use dramatic techniques to create comedy e.g., exaggeration, slow motion, music and direct address.</li> </ul> <p>Student shared area ≥ Drama ≥ Y7 ≥ Melodrama ≥ Storyboard</p>
Weeks 8-9 (New scheme)	To gain an understanding of the characteristics of performance text and the social, cultural and historical context.	<p><b><u>Plot:</u></b>  <a href="https://www.bbc.co.uk/bitesize/guides/zwt4frd/revision/1">https://www.bbc.co.uk/bitesize/guides/zwt4frd/revision/1</a></p> <p><b><u>Themes:</u></b>  <a href="https://www.bbc.co.uk/bitesize/guides/zw8gk7h/revision/1">https://www.bbc.co.uk/bitesize/guides/zw8gk7h/revision/1</a></p> <p><b><u>Activity's :</u></b></p> <ol style="list-style-type: none"> <li>1) Research the 1980's and create a poster based on the social, cultural and historical context of the time.</li> </ol> <p>Context = background to the play, when, where.  Social context = way people thought, behaved &amp; lived at a given time, includes class, gender roles &amp; attitudes towards race.  Cultural context = any trends or interests popular at the time such as music, film, tv.  Historical context = any major event that happened at the time, religious conflict or political upheaval</p>

		<p>2) Read through the scene you will be performing. Student shared area ≥ Drama ≥ Y7 ≥ Blood Brothers ≥ <b>Script</b></p>
Week 10	<p>To analyse and explore the language used in Blood Brothers and how it can inform the interpretation/intention of the scene and characters. To learn the key vocal skills used in drama.</p>	<p><b>Analysing language:</b> <a href="https://www.bbc.co.uk/bitesize/guides/zq69ycw/revision/3">https://www.bbc.co.uk/bitesize/guides/zq69ycw/revision/3</a></p> <p><b>Vocal skills:</b> <a href="https://www.bbc.co.uk/bitesize/guides/zqtqq6f/revision/2">https://www.bbc.co.uk/bitesize/guides/zqtqq6f/revision/2</a></p> <p><b>Activity's:</b></p> <ol style="list-style-type: none"> <li>1) Create a poster demonstrating your knowledge of the different vocal skills used in drama.</li> <li>2) Annotate your script, explaining how you intend to use your vocal skills. Student shared area ≥ Drama ≥ Y7 ≥ Blood Brothers ≥ <b>Script</b></li> </ol>
Week 11	<p>To explore the importance of proxemics in showing a character's relationship. To understand the key stage positions and the terminology used when directing others.</p>	<p><b>Proxemics:</b> <a href="https://www.bbc.co.uk/bitesize/guides/zyggsbk/revision/4">https://www.bbc.co.uk/bitesize/guides/zyggsbk/revision/4</a></p> <p><b>Stage positions:</b> <a href="https://www.bbc.co.uk/bitesize/guides/zbwnmfr/revision/2">https://www.bbc.co.uk/bitesize/guides/zbwnmfr/revision/2</a> <a href="https://www.bbc.co.uk/bitesize/guides/zbwnmfr/test">https://www.bbc.co.uk/bitesize/guides/zbwnmfr/test</a></p> <p><b>Activity:</b> Create your own knowledge organiser demonstrating an understanding of the different stage positions used in drama and vocal &amp; physical skills. An example of a knowledge organiser is in the student shared area.</p> <p>Student shared area ≥ Drama ≥ Y7 ≥ Blood Brothers ≥ Knowledge organiser</p>
Weeks 12-14	<p>To rehearse, perform and evaluate your scene.</p>	<p><b>What is a dress rehearsal?</b></p> <p><b>Storyboard</b> Activity: Create a storyboard showing what happens in the duologue.</p> <p>Student shared area ≥ Drama ≥ Y7 ≥ Blood Brothers ≥ Storyboard</p>



**Evaluate a performance**

Task: Watch the following clip of the scene you would have been performing. Using the evaluation template and your knowledge of key terminology, write an evaluation.

Video: <https://www.youtube.com/watch?v=qCdt0mHB2-M>

Student shared area ≥ Drama ≥ Y7 ≥ Blood Brothers ≥ **Evaluation template**